



The Implementation of Project Based Learning to Improve Students' Skills in Producing Descriptive Videos about Historical Buildings

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Article Info	Abstract
Article History Received: 2023-03-27 Revised: 2023-05-22 Published: 2023-06-03	Speaking is one of the 4 aspects of English. However, not a few students experience difficulties in speaking English because they often make mistakes in pronouncing vocabulary. And a teacher is always required to be able to develop learning methods to improve students' speaking skills at school. The purpose of this study is to find out how to implement project based learning to improve students speaking skills by making descriptive videos about historical buildings and how students respond to the use of project based learning in class. This study uses qualitative research methods with an action research approach. The instruments used by researchers are observations, field notes, and interviews. Participants in this study were 20 students of class X IPA 2 SMA PGRI 2 Bandung. Research data in cycle 1 shows that the average score of students' English speaking ability is 71.5 with a maximum score of 80, and data in cycle 2 shows that there is an increase in students' ability as evidenced by the increase in students' average score to 85 with a maximum score of 95 This data is also supported by student responses which say that students like learning activities using project based learning because students are given more opportunities to practice their speaking skills. Based on the research results, it can be concluded that the implementation of project based learning in producing descriptive videos about historical buildings can improve students' speaking skills and can be used efficiently in class.
Keywords: <i>Project Based Learning;</i> <i>Speaking Skill;</i> <i>Descriptive Video.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-03-27 Direvisi: 2023-05-22 Dipublikasi: 2023-06-03	Berbicara adalah salah satu dari 4 aspek bahasa Inggris. Namun, tidak sedikit siswa yang mengalami kesulitan dalam berbicara bahasa Inggris karena sering melakukan kesalahan dalam melafalkan kosa kata. Dan seorang guru selalu dituntut untuk dapat mengembangkan metode pembelajaran untuk meningkatkan keterampilan berbicara siswa di sekolah. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan pembelajaran berbasis proyek untuk meningkatkan keterampilan berbicara siswa dengan membuat video deskriptif tentang bangunan bersejarah dan bagaimana tanggapan siswa terhadap penggunaan pembelajaran berbasis proyek di kelas. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan penelitian tindakan. Instrumen yang digunakan peneliti adalah observasi, catatan lapangan, dan wawancara. Partisipan dalam penelitian ini adalah 20 siswa kelas X IPA 2 SMA PGRI 2 Bandung. Data penelitian pada siklus 1 menunjukkan bahwa skor rata-rata kemampuan berbicara bahasa Inggris siswa adalah 71,5 dengan skor maksimal 80, dan data pada siklus 2 menunjukkan adanya peningkatan kemampuan siswa yang dibuktikan dengan peningkatan skor rata-rata siswa. menjadi 85 dengan skor maksimal 95 Data ini juga didukung oleh tanggapan siswa yang mengatakan bahwa siswa menyukai kegiatan pembelajaran dengan menggunakan pembelajaran berbasis proyek karena siswa diberi lebih banyak kesempatan untuk melatih keterampilan berbicara mereka. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan pembelajaran berbasis proyek dalam pembuatan video deskriptif tentang bangunan bersejarah dapat meningkatkan keterampilan berbicara siswa dan dapat digunakan secara efisien di kelas.
Kata kunci: <i>Pembelajaran Berbasis Project;</i> <i>Kemampuan Berbicara;</i> <i>Video Deskriptif.</i>	

I. INTRODUCTION

The ability to speak being one of the important aspects in everyday life because speaking is the process of conveying information from the speaker to a general audience to capture its meaning. Speaking is an interactive process of conveying meaning that involves the production

and reception and processing of information (Brown, 2007). However, based on the results of observations made at SMA PGRI 2 Bandung, it was found that there were still students who experienced problems when speaking English, or it can be said that students' speaking skills are still far from expectations. Not only that, there

are some students who do not pay attention to the class, often feel embarrassed, nervous, and lack confidence when answering questions, presenting, or expressing their ideas, making students passive in teaching and learning activities.

The causes of students' difficulty in speaking English are because students often mispronounce words in English, difficulty compiling good and correct grammar, lack of vocabulary that students have so that they have difficulty stringing long and complex sentences, and rarely get used to speaking English in class, making students not fluent in English. As a result, students become embarrassed and do not have the confidence to speak in English. Students prefer silence or are more likely to use the mother tongue when answering questions given by the teacher. In addition, the classroom situation that is less interactive and monotonous is also one of the causes of reduced student learning motivation towards English (Ruswandi, 2018). In 2018, based on data recorded in the "English Proficiency Index", it was known that Indonesian English proficiency was ranked 51st, far below neighboring countries such as Malaysia, Singapore, the Philippines, and even Vietnam. Based on the fact, as we know that the ability to speak English will have an impact on the development of the quality of human resources in a country (Gaffar, et al, 2022). This shows that there is a gap that exists between the world of education and community development. The needs of society have not been fully realized by educational institutions so that graduates produced by educational institutions are poorer in theory (Gaffar, et al, 2022).

In facing the 4.0 era, teachers are expected to be able to create an interactive and innovative classroom atmosphere so as to be able to make students active during the learning process. As stated in the decree of the Minister of Education and Creative Economy No.56/M/2022, Indonesia has used a new curriculum called the Curriculum Merdeka where teachers have the flexibility to choose various teaching tools so that learning can be tailored to the needs and interests of learning students. Therefore, researchers offer Project Based Learning (PjBL) as a learning method that can be used by teachers in the face of education in the 21st century. Project Based Learning (PjBL) is a learning strategy carried out with a task-based approach that involves students actively in creating a project that is the end result of the learning process. Project-Based

Learning (PjBL) is an approach to contextualize the teaching and learning process by presenting a problem to students to solve together (Moss and Van Duzer, 1998). The benefit of Project Based Learning (PjBL) in the teaching and learning process in the classroom is that students can increase motivation, engagement, and fun because the project takes place according to the context and interests of students, and this Project Based Learning (PjBL) activity is also integrated with cyber attention by utilizing existing technological and information developments. By adopting Project Based learning (PjBL) in the classroom, teachers can help strengthen social relationships between team members, increase cooperation between fellow students, and between students and teachers produce in a video as a result of the learning process. In addition, they will not gain the knowledge to learn and practice English, they will also learn about teamwork, critical thinking, and how to make a good presentation.

This project is defined as a task assigned based on the problems that students face in the teaching and learning process. Projects are carried out within a certain period of time as agreed to produce realistic projects in the form of presentations, publications, exhibitions, etc. (Thomas, 2000). In project-based learning, students are people who play an active role in designing and implementing their projects. The task of the teacher is to supervise, direct, and evaluate the results of student projects (Patton, 2012). The project that students will work on is to make a descriptive video about historic buildings. Video can be interpreted as the use of any medium involving sound and image (Thibodeaux, 2011). In simple terms, it can be said that video is a medium consisting of audio and visual, which displays moving images and sounds. Video creation projects are considered to have their own advantages where students will collaborate and interact with groups during the project work process so that this can increase student activity and responsiveness, and can be easily accessed by students with the help of technology such as cellphones, PCs, or laptops.

There are several researchers who have addressed similar topics. Riswandi (2018), "Implementation of Project Based Learning to Improve Students' Speaking Ability". The purpose of this study is to find out how the application of Project Based Learning can improve students' speaking skills and how the teaching and learning process in the classroom

occurs when applying project-based learning. Another research was also conducted by Fitriani and Kusumaning (2021), "Improving Students' Speaking Skills by Making Video Tutorials as Project Based Learning". The purpose of Fitriani and Kusumaning's research is to find out how effective it is to make video tutorials as project-based learning to improve students' speaking skills and to find out students' attitudes towards project-based learning.

The two studies conducted by previous researchers have similarities and differences with this study. The third similarity of this study is to use project-based learning as a way to improve students' speaking skills. Meanwhile, in this study, researchers adapted several variables of the previous study, namely the use of project-based learning to improve students' speaking skills by making descriptive videos about historical buildings. The purpose of this study is (1) to analyze the development of students' speaking skills after the application of PjBL in the classroom by making descriptive videos about historical buildings, and (2) to find out how students respond to the use of PjBL in the classroom by making descriptive videos about historical buildings.

II. METHOD

To investigate the use of Project Based Learning (PjBL) in the classroom, researchers use qualitative research methods with action research. Carr and Kemmis (1986) define action research as a form of self-reflective inquiry carried out by participants (teachers, students or principals, for example) in social situations to improve rationality and justice. There are four steps to Action Research: Planning, Acting, Observation, and Reflection. The purpose of this study was to determine the development of students' speaking skills after the implementation of Project Based Learning in the classroom by making descriptive videos. Kriwas (1990) and Fauziati (2014) mentioned several project-based learning steps, namely: Speculation, Project Design, Project Implementation, and Evaluation.

To collect data, researchers use several research instruments, such as observation checklists, field notes, and interviews. The observation checklist is used to obtain data on student activities during the teaching and learning process in the classroom using the Project Based Learning (PjBL) learning method. Field notes are used to record data found in the field during the teaching and learning process using Project

Based Learning (PjBL) based on the data listed in the observation checklist. Therefore, at the end of this study, researchers will conduct interview sessions with students. Researchers will select representatives from each group of one person each to interview.

To validate the data of the research, researchers used triangulation. Triangulation is the process of corroborating evidence of different types of individual data or methods of data collection in descriptions and themes in qualitative research (Cresswell, 2012). In this study, researchers used data source triangulation to strengthen the reliability and validity of the data. Triangulation of data sources is carried out by checking information or data obtained through interviews with participants / students. Then, the data is asked to other participants who are still in contact with each other. Data collected from observation sheets and field notes are analyzed descriptively to determine student grades. This is to find out the development of students' English speaking skills in each cycle. Then, at the end of the research activity, researchers will interview several representatives from each group to find out their opinions on the implementation of project-based learning in their classes about their speech development.

The place of this study is one of the high schools in the city of Bandung, namely SMA PGRI 2 Bandung. The research participants were Class X Science 2, students consisting of 20 students. The speaking assessment sheet used for this study contains comprehension, vocabulary, and fluency. This speaking criterion was adopted from Harries (1984) and Brown (2004).

III. RESULT AND DISCUSSION

The data of this study was obtained through the results of analysis from observation sheets, field notes, and interviews. Based on research conducted by researchers at SMA PGRI 2 Bandung, the following data were obtained:

Table 1. Data of Observation Check-List and Field Notes

No	Cycle 1	Cycle 2
1	Students play an active role during the learning process even though there are still many students who are silent.	The activeness of students in teaching and learning activities has increased significantly.
2	Students are actively involved during the discussion process.	More students are active in the discussion process.
3	There are some students who still use	Students use English more often during

	their native language to answer questions.	learning activities.
4	There are still some students who are inactive during the learning and discussion process.	Students' ability to pronounce vocabulary in English has increased from cycle 1.
5	There are still many students who make mistakes in English pronunciation.	Students' speaking fluency is getting better than cycle 1
6	Students' speaking ability is still below average	Students become more courageous to put forward their suggestions and opinions in class.

Data obtained from observations and field notes show that there has been a significant improvement in students' speaking ability during the use of project-based learning in the classroom. This is evidenced by the increase in student activity in the classroom of 10% - 15%, the ability to pronounce vocabulary and the fluency of students which increased by 5% - 10%, respectively. Data from observations and field notes are also supported by data from student video project presentations. The data from the presentation of the student project is described as shown in the table below:

Table 2. Average of Students' Speaking Ability Scores in Cycle 1 and Cycle 2

No	Categories	Cycle 1	Cycle 2
1	Pronunciation (1-4)	14	17,75
2	Vocabullary (1-4)	14,75	16,00
3	Grammar (1-4)	13,50	16,75
4	Influency (1-4)	12,75	15,75
5	Comprehension (1-4)	13,6	18,75
	Total	71,5	85

This research uses an action research approach so that this research is divided into two cycles, namely cycle 1 and cycle 2. In each cycle there are four stages of teaching and learning as described by Fauziati (2014), namely speculation, project design, project implementation, and evaluation. On cycle 1, the first stage is carried out. This stage can also be referred to as the stage of starting a project. At this stage, class activities begin by saying greetings, praying, checking students' attendance lists, giving ice breaking, and explaining learning objectives. To start the proect, the teacher displayed a decsriptive presentation video of the text of the historic building by a high school student from youtube. Researchers chose YouTube because YouTube

has become one of the fun English learning media for students and is easily accessible to teachers (Sari, et al. 2020).

The students watched the video comprehensively. After watching the video, the students and teachers engaged in a discussion about their opinions regarding the student presentation video. Students are directed to provide constructive feedback and suggestions on the results of the presentation videos they have watched. After watching the video, the teacher explains to the students about the descriptive text to the students, that is, about the meaning of the descriptive text, social functions, and the structure of the descriptive text. Next, the teacher delivers the final project on a creative video project that will be created by students in small groups.

The second step is to design the project. In this step, the activity begins with the division of groups by the teacher and sitting according to the group. After forming a group, students will be given one of the descriptive texts about the historic building with the title "Ifel Tower". Students will discuss with their group members about the design of the video project. This step will not be completed in just one day so teachers ask students to work on their video projects as their homework. During the project, the teacher monitors students both in the classroom and through online communication. Learning using project-based learning (PjBL) gives students more opportunities to develop students' English skills through small activities such as watching videos, discussing with groups, collaborating, and making videos (Gustrianto, et al, 2018).

The third step is to create a project. Creating a video project provides its own challenges and experiences for students to practice their speaking skills in real time (At this stage, the teacher will ask the students to prepare the tools and materials that the students need to create a video project. Project based learning provides opportunities for students to be involved in the teaching and learning process and learn new soft skills such as cooperation, communication, collaboration, negotiation, and brainstorming (Wiliam, 2017). This step will not be completed in one day so the teacher decides that this stage will be the student's homework with their group and will collect the results of their group video project on the google drive link that the teacher has provided according to the schedule agreed upon by the teacher and students. During the

project, the teacher monitors students both in the classroom and through online communication.

The fourth step is evaluation. In this evaluation step comes with an assessment process. This step is done one week after students complete their video project. At this step, the assessment and evaluation is not only carried out by the teacher, but the students also assess the performance results of other groups. Student assessment is in the form of providing constructive criticism, input, and suggestions without bringing down other groups. Results are obtained through observations and field notes. First, based on the results of teacher observations of students and field notes (table 1.1), 70%-75% of students are actively involved in group discussions by providing suggestions, input, and criticism. These results suggest that there is a slight increase in students' motivation and interest in speaking English although not significantly. However, there are also some students who are still passive and embarrassed to express their opinions. This is in line with the opinion (Abdul, et al 2021) that the application of project-based learning methods (PjBL) by making videos can effectively improve students' skills in pronounce, vocabulary, and speaking skills.

From the results of the students' performance in the video project, the students' speaking skills improved although not significantly. The average score of a student's speaking ability in cycle 1 (table 1.2) was 71.5 out of 20 students with a maximum score of 80. There are some students who achieve good grades in grammar, comprehension, and vocabulary, while in pronunciation and fluency still have many difficulties. Cycle 1 is complete. Based on the data obtained in the table above, it shows that learning using project-based learning (PjBL) is quite successful to improve students' English speaking skills. This is evidenced by the improvement of students' speaking skills and student activities in the classroom. However, there are still some students who are still massive so there are some things that teachers focus on in the upcoming II cycle. First, students experience problems in pronunciation and fluency when speaking English. Secondly, there are still students who are hesitant to give their opinions in class.

After cycle 1 is over, the teacher resumes learning in cycle 2. In short, teachers continue classroom learning about the linguistic elements of descriptive texts by reapplying the four stages of project-based learning (PjBL). In this cycle, the

teacher emphasizes more on some criticisms and suggestions from each group at the evaluation stage in cycle 1. Students not only pay attention to how to present their video projects, but are also able to provide reciprocity to other group members in the evaluation process.

In cycle 2, the teacher focuses on improving students' ability to speak and speak fluently by reading descriptive texts about historical buildings entitled "Borobudur Temple" together. This is based on data from cycle 1 which shows that the lowest score obtained by students is in the pronunciation and fluency section. In this cycle, the time students have to complete their group video project is one week. Data on the results of cycle II were obtained through observation sheets and field notes. First, based on the results of observations and field notes (data in table 1.1), it can be seen that most students are actively involved in the process of discussion with their groups. It found that 80%-95% of students contributed to providing ideas and input to other group members. The classroom situation has become more conducive and active because many students are actively involved in it. The results of this study showed that there was a significant increase in motivation and interest in learning English compared to the results in cycle 1.

Based on the results of students' performances in video projects in cycle 2 (data in table 1.2), there was a significant improvement in student learning outcomes related to speaking skills. The average score of a student's speaking ability is 85 out of 20 students with a maximum score of 95. This is in line with Haryanti and Sari (2020) who stated that video projects are able to grow students' confidence to speak English. The values are shown in the following table: After the assessment in cycle 2, the teacher also conducted interviews with five students who were representatives of each group involved in making the video project. The average interview data states that learning activities using project-based learning (PjBL) in the classroom are very interesting and effective.

Students like this method especially when they collaborate with their group members to discuss their group video projects. Students also say that the use of project based learning (PjBL) can improve their English skills, especially in the pronunciation and fluency sections because when learning and creating video projects, they require them to use English. Students practice a lot of vocabulary pronunciation in English

because they have to give their best in their video projects. Student participation in making video projects with their groups allows students to develop their abilities in opening and closing presentations, maintain intonation and sound volume, increase collaboration among group members, and develop creativity to be able to produce interesting and innovative videos (Wijaya, 2020).

The purpose of learning, both online and offline classes, is only one, which is to help students develop student skills so that they can become a smart generation in the future. In English, there are four skills that need to be mastered, namely listening, writing, reading, and speaking (Asy' ari et al, 2023). To realize a class with a good teaching and learning process, teachers need to use the right learning strategies and methods. A learning strategy can be defined as an action or method carried out by a teacher in the teaching and learning process to create a pleasant learning atmosphere using certain learning methods (Nurhayati, 2023). One of the learning methods that can be used is project based learning (PjBL).

The use of project-based learning (PjBL) in English language learning can make students have a fairly good motivation and interest in learning English subjects and enjoying their classes. This method allows students to work in groups and be actively involved in any group activity (Fauziati, 2014). In addition, project-based learning (PjBL) allows students to learn between groups so as to create a good social life in the classroom. Discussing with group members allows students to be more active in arguing, providing criticism and suggestions, so that students can exchange information and understanding.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This research is divided into 3 important stages, namely planning, implementing, and evaluating. The researcher begins by providing a stimulus to students in the form of asking questions to stimulate students to be able to convey their ideas and opinions in English. Then students are guided and directed to design their group video project. After students design their video projects, students are directed to create their video projects by collaborating with each group member. The next activity is the assessment and evaluation which is carried out jointly by

students and teachers in class on the results of each group's video project work.

At this step, the teacher conducts an assessment by taking data from observation sheets and field notes which show that there is an increase in students' speaking skills in class. This is also supported by data from student video project presentations which show an increase in the average score obtained by students from 71.5 in cycle 1 to 85 in cycle 2. In addition, student activity during the learning process in class has also increased with the more students who dare to argue and express their ideas.

Student responses to the use of project based learning (PjBL) in class were also very positive. Students think that the use of project based learning in class is very interesting and effective because students are given the opportunity to collaborate with their group members to produce a good video project. With project based learning (PjBL) in class, students practice a lot of English such as pronunciation, fluency, vocabulary, grammar, and comprehension.

B. Suggestion

The product of research by implementing project based learning (PjBL) is improving students' speaking skills by using descriptive videos about historical buildings, because the focus of the research is on improving speaking skills. This project can be an alternative for English teachers to do in their class as an effort to improve students' English speaking skills. For further researchers, this research can be a reference related to research related to the use of project-based learning to improve students' English speaking skills. Researchers can develop this topic to be broader and easier to implement by utilizing existing technological developments.

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